

CHAPTER

2

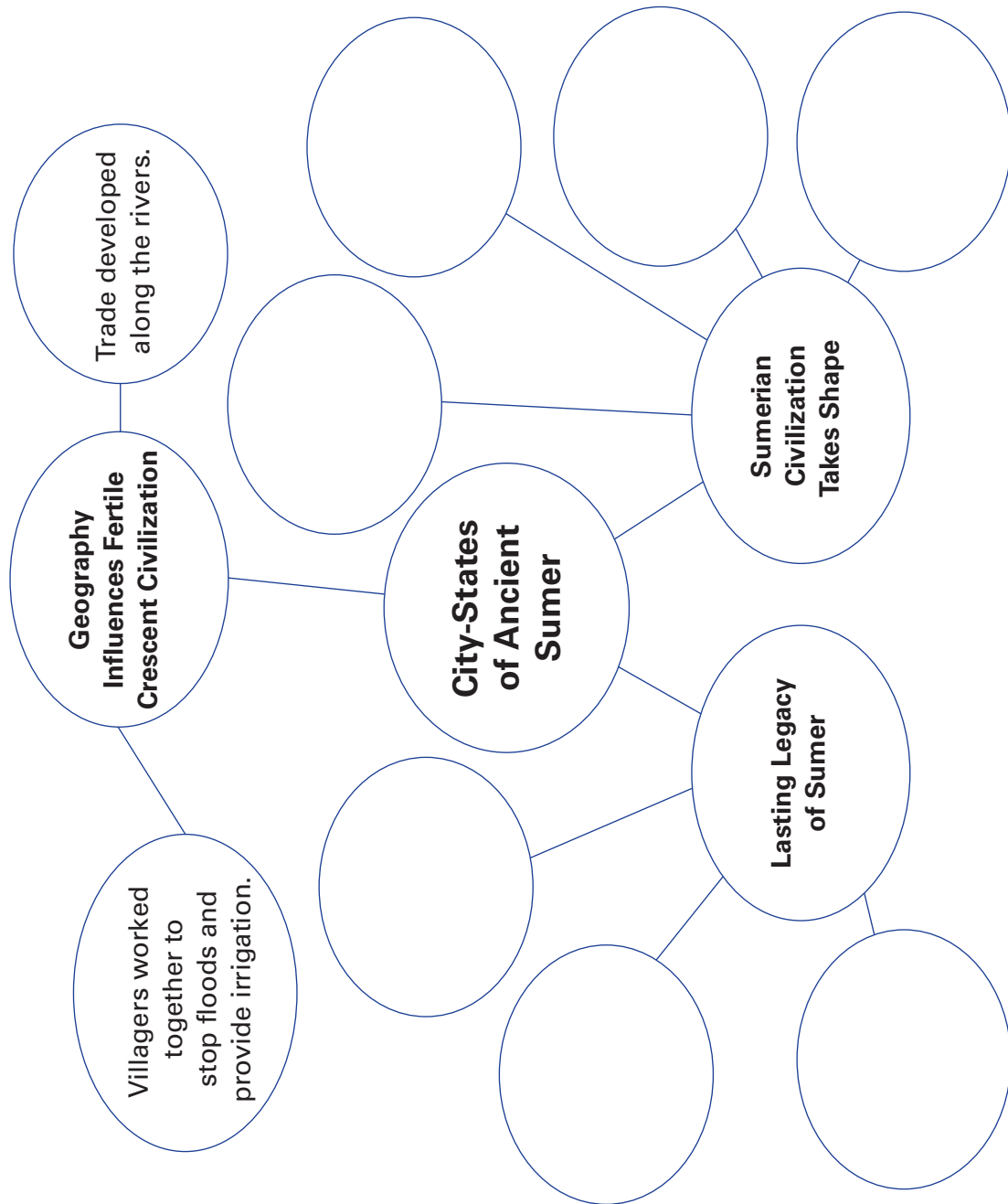
SECTION 1

Note Taking Study Guide

CITY-STATES OF ANCIENT SUMER

Focus Question: What were the characteristics of the world's first civilization?

As you read this section in your textbook, complete the concept web below to identify the main ideas about the city-states of Sumer under each heading. Some items have been completed for you.



CHAPTER
2
SECTION 1

Section Summary

CITY-STATES OF ANCIENT SUMER

READING CHECK

Where was Sumer located?

VOCABULARY STRATEGY

Find the word *evolved* in the underlined sentence. What does *evolved* mean? What context clues can you find in nearby words or phrases? Circle any that help you figure out what *evolved* means.

READING SKILL

Identify Main Ideas What is the main idea of the third paragraph of the Summary? Circle the sentence below that expresses the main idea of that paragraph.

1. Sumerian society ended in 1900 B.C.
2. Sumerians created a writing system.

Around 3300 B.C., **Sumer**, the world's first civilization, arose between the Tigris and Euphrates rivers. This area is called **Mesopotamia**. Mesopotamia is part of an area of the Middle East known as the **Fertile Crescent**. The geography of the Fertile Crescent was very important to the rise of Sumer. Regular floods made Sumerians work together to protect homes and control water to irrigate farms. The region had rich soil, but it lacked timber and stone. Yet, Sumerians built some of the world's first great cities using bricks from common clay and water. Sumerians also became traders along the rivers.

Eventually, Sumer had 12 city-states. They often battled over control of land and water. So people chose war leaders to rule. Over time, war leadership evolved into rule by particular families. Sumerian society was also set up by social rank, in a **hierarchy**. This included an upper class (rulers, priests, officials), a small middle class (lower priests, scribes, merchants), and a large lower class (farmers). Sumerians worshiped many gods at great leveled pyramids called **ziggurats**.

Perhaps the Sumerians' greatest invention was writing. First they used pictographs, or simple pictures that stood for things and ideas. By 3200 B.C. they had developed **cuneiform**, wedge-like shapes that represented words or syllables. Cuneiform let people record complex information. People had access to knowledge beyond just what they could remember. Sumerians also developed early mathematics.

Sumerians left a lasting legacy. Over time, Akkadian, Babylonian, and Assyrian armies swept across the area, spreading Sumerian learning across the Middle East. They also used cuneiform. Babylonians recorded the ancient Sumerian oral poem, *The Epic of Gilgamesh*, in cuneiform. They also used Sumerian learning to develop basic algebra and geometry, create good calendars, and predict eclipses. The Greeks and Romans built on Sumerian learning, too. Their cultures would later influence all of Western civilization.

Review Questions

1. How did geography help Sumer to develop?

2. What was important about the invention of writing?

CHAPTER

2

SECTION 2

Note Taking Study Guide**INVADERS, TRADERS, AND EMPIRE BUILDERS**

Focus Question: How did various strong rulers unite the lands of the Fertile Crescent into well-organized empires?

As you read this section in your textbook, complete the table below to identify the main idea about the different empires under each red heading. Some items have been completed for you.

Red Heading	Main Idea
First Empires Arise in Mesopotamia	Powerful leaders create large, well-organized empires. They establish civil and criminal law.
Conquests Bring New Empires and Ideas	Later empires bring new technology, and ideas about laws and culture. One of the world's first libraries is built.

CHAPTER
2
SECTION 2**Section Summary****INVADERS, TRADERS, AND EMPIRE BUILDERS****READING CHECK**

Which people founded one of the first libraries?

VOCABULARY STRATEGY

Find the word *emerged* in the underlined sentence. What does *emerged* mean? The synonym *arose* is in the same sentence. It has the same meaning as *emerged*. Use this synonym to help you figure out the meaning of *emerged*.

READING SKILL

Identify Main Ideas Reread the first paragraph of the Summary. Underline the sentence in that paragraph that states the main idea of the whole Summary.

Many peoples came to power in ancient Mesopotamia and made long-lasting contributions. Some invaders created vast empires. In 2300 B.C., the Akkadian leader, **Sargon**, conquered Sumer and formed the world's first empire. In 1790 B.C., **Hammurabi**, king of Babylon, united Mesopotamia. He was also the first to **codify**, or arrange and set down, the laws. They were then carved on pillars for all to see. Hammurabi's Code included **civil laws**, covering private matters, such as contracts and taxes. It also dealt with **criminal laws**, or crimes against others, such as robbery and murder.

Other conquerors brought new learning. The Hittites knew how to make iron weapons. Their empire ended around 1200 B.C., but ironworking spread to Asia, Africa, and Europe, starting the Iron Age. The Assyrians were feared warriors. However, they also set up one of the world's first libraries.

Later, the Babylonian king **Nebuchadnezzar** controlled the area, rebuilt Babylon, and restored it to greatness. The Babylonian empire stretched from the Persian Gulf to the Mediterranean Sea. However, it fell to Persia in 539 B.C. The Persian empire was huge, stretching from present-day Turkey to India. Emperor Darius I created unity by building roads across the empire and encouraging the use money. People now began moving from a **barter economy** toward a **money economy**. Another uniting force was the belief in a single god and other ideas taught by the Persian prophet **Zoroaster**. Later, both Christianity and Islam emerged, or arose, in the Middle East. They stressed similar beliefs in heaven, hell, and a final judgment day.

Not all achievements were introduced by conquerors. Phoenician sea traders from the eastern Mediterranean formed colonies around the sea. A **colony** is a settlement ruled by people from another land. They spread Middle Eastern culture. This included their greatest achievement—the **alphabet**.

Review Questions

1. Who was Hammurabi?

2. How did Darius I create unity?

CHAPTER

2

SECTION 3

Note Taking Study Guide**KINGDOM ON THE NILE**

Focus Question: How did the Nile influence the rise of the powerful civilization of Egypt?

As you read this section in your textbook, complete the outline below to identify the main ideas about the Nile kingdoms under each heading. Some items have been completed for you.

I. Geography was an important factor in shaping Egypt.

A. Yearly flooding created fertile soil and encouraged cooperation

B. The Nile helped to unite Upper and Lower Egypt.

II. During the Old Kingdom, Egypt became a strong, centralized state.

A. _____

B. _____

III. The Middle Kingdom was a turbulent period.

A. _____

B. _____

IV. _____

A. _____

B. _____

CHAPTER
2
SECTION 3**Section Summary****KINGDOM ON THE NILE****READING CHECK**

Who was the first female pharaoh?

VOCABULARY STRATEGY

Find the word *displaced* in the underlined sentence. What does *displaced* mean? You can use word parts to figure it out. The prefix *dis-* means “away.” The root word *-place* means “a spot or position.” Use these clues to help you figure out what *displaced* means.

READING SKILL

Identify Supporting Details Find two details in this Summary that support the statement, “The New Kingdom was a time of conquest.”

Fertile land along the Nile brought early peoples to Egypt, and over time, a powerful civilization arose. Crops grew well in the rich soil created by annual river floods. An early government formed to build dikes, reservoirs, and irrigation ditches.

Egypt was made up of two regions. Upper Egypt went from the Nile’s first **cataract**, or waterfall, almost to the coast. Lower Egypt covered the Nile’s **delta**, or area at the river’s mouth. About 3100 B.C., Menes, the king of Upper Egypt, joined both regions to form one of the first united empires.

Egypt’s history is divided into three periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. Power passed from one **dynasty**, or ruling family, to another, but Egypt generally stayed united for over 2,000 years.

During the Old Kingdom, **pharaohs**, or Egyptian kings, created a strong central government. They set up a **bureaucracy**, with a **vizier**, or chief minister of government. The Great Pyramids were built during the Old Kingdom.

The Middle Kingdom had unpredictable floods and revolts. Yet, leaders increased farmland, sent armies for Nubian gold, and sent traders to exchange goods with Mesopotamian peoples. But by 1700 B.C., the Hyksos had conquered the Nile delta, using a new military tool: war chariots.

After more than 100 years of Hyksos rule, new Egyptian leaders arose and established the New Kingdom. One of these rulers was **Hatshepsut**, the first female pharaoh. She sent trading ships along the Mediterranean and Red Sea. Her stepson, **Thutmose III**, a great military leader, expanded Egypt to its greatest size. Much later, **Ramses II** pushed farther north. During his rule, Egypt fought the Hittites and signed a peace treaty, the oldest surviving document of its kind.

Around 1100 B.C., Egyptian civilization weakened. A series of invaders conquered the rich land. In 332 B.C., the Greeks took over as the last Egyptian dynasty ended. Then, in 30 B.C., the Romans displaced the Greeks.

Review Questions

1. What happened in 3100 B.C.?

2. What are the three main periods of Egypt’s history?

CHAPTER

2

SECTION 4

Note Taking Study Guide

EGYPTIAN CIVILIZATION

Focus Question: How did religion and learning play important roles in ancient Egyptian civilization?

As you read this section in your textbook, complete the chart below to record the main idea about Egyptian civilization under each heading. Include at least two supporting details for each main idea. Some items have been completed for you.

Egyptian Civilization			
Red Heading	Main Idea	Supporting Detail	Supporting Detail
Religion Shapes Life in Ancient Egypt	Egyptians worship the great lord of the gods, Amon-Re.	The pharaohs receive their right to rule from Amon-Re.	Osiris is important because he is god of the Nile and the underworld.
How Egyptians Viewed the Afterlife	Belief in the afterlife affects all Egyptians.	Bodies are mummified and people are buried with their possessions.	Tomb of Tutankhamen provides wealth of evidence about Egyptian civilization.
Egyptians Organize Their Society	Egypt has a class system with the pharaoh at the top.		

CHAPTER
2
SECTION 4**Section Summary****EGYPTIAN CIVILIZATION****READING CHECK**

What ancient object did Frenchman Jean Champollion use to figure out the meaning of hieroglyphs?

VOCABULARY STRATEGY

Find the word *radical* in the underlined sentence. What does *radical* mean? What clues can you find in nearby words or phrases? Circle the context clues that helped you figure out what *radical* means.

READING SKILL

Identify Supporting Details
Identify two details from this Summary that support the main idea that Egyptian civilization made lasting contributions.

Ancient Egyptians made lasting contributions to civilization in many fields. Their religion, writing, art, science, and literature have interested people for thousands of years.

During the Middle Kingdom, Egyptians prayed to a supreme god named **Amon-Re**. Around 1380 B.C., pharaoh Amenhotep IV tried to replace Amon-Re with a minor god named Aton. He changed his own name to **Akhenaton**, meaning “he who serves Aton.” However, priests, nobles, and peasants turned against Akhenaton’s revolutionary changes, and his radical ideas failed. Most Egyptians worshipped the god **Osiris**. He judged souls in the afterlife. His wife, the goddess **Isis**, was also popular. The Egyptians also learned to preserve bodies by **mummification**, or embalming and wrapping in cloth. This was so the soul could return to the body in the afterlife.

Ancient Egyptians made advances in learning. Their first writing, **hieroglyphics**, used symbols and pictures. They later used a script system called demotic. The Egyptians also invented a material to write on, made from **papyrus** plants. After ancient Egypt declined, the meaning of the writing was lost. However, in the early 1800s, Frenchman Jean Champollion **deciphered**, or figured out, the carvings on the **Rosetta Stone**. This stone had three forms of the same passage written in hieroglyphics, demotic, and Greek. By comparing Greek, which he knew, to the other passages, Champollion was able to decode the hieroglyphics.

Egyptians also made advances in science and math. Doctors identified illnesses and performed surgeries. They prescribed medicines—some of which are still used today. Priest-astronomers studied stars and planets and created a 12-month calendar. Egyptian mathematicians developed basic geometry.

Egyptian artwork has lasted thousands of years. These ancient people created monuments, statues, wall paintings, and other objects. Ancient Egyptian literature includes hymns, love poems, and folk tales.

Review Questions

1. Why did Egyptians mummify bodies?

2. Give an example of how Egyptians used mathematics.

CHAPTER

2

SECTION 5

Note Taking Study Guide

ROOTS OF JUDAISM

Focus Question: How did the worship of only one god shape Judaism?

As you read this section in your textbook, complete the chart below to record the main idea about the roots of Judaism under each red heading. Include at least two supporting details for each main idea. Some items have been completed for you.

Roots of Judaism		
Red Heading: The Ancient Israelites Shape a Unique Belief System	Red Heading: The Early History of the Israelites Unfolds	Red Heading:
Main Idea: Israelites are monotheistic.	Main Idea: God makes a covenant with Abraham.	Main Idea:
Supporting Details: 1. Events reflect God's plan. 2. The Torah records events and God's laws.	Supporting Details: 1. 2.	Supporting Details: 1. 2. 3.

CHAPTER
2
SECTION 5

Section Summary

ROOTS OF JUDAISM

READING CHECK

Who is considered the “father of the Israelites”?

VOCABULARY STRATEGY

Find the word *undertook* in the underlined sentence. What does *undertook* mean? Read the underlined sentence aloud, but leave out the word *undertook*. What word could you use in its place so that the sentence still makes sense? Use this strategy to help you figure out what *undertook* means.

READING SKILL

Identify Supporting Details Find two details in the Summary that support the main idea: The law was important to the Israelites.

About 4,000 years ago, ancient Israelites developed Judaism. Unlike neighboring peoples, Israelites were **monotheistic**, believing in only one god. They believed every event reflected God’s plan. So, they recorded events and laws in the **Torah**, their holiest text.

According to the Torah, about 2000 B.C., **Abraham** and his people moved to an area called Canaan. Abraham is considered the father of the Israelites. The Israelites believed that God made a **covenant**, or binding agreement, with him. The covenant promised a homeland in Canaan. Later, famine forced the Israelites into Egypt, where they became slaves. Hundreds of years later, **Moses** led the exodus out of Egypt, back to Canaan.

There, they established the kingdom of Israel around 1000 B.C. Under King **David**, the 12 tribes of Israel were united. Then, David’s son **Solomon** undertook the task of making Jerusalem a major city. He completed a huge temple and increased Israel’s power in the region. However, after his death, the kingdom eventually fell.

Israelite society was **patriarchal**, meaning that men had the greatest authority. Also, the law is a main feature of Judaism. The Torah has laws covering everything from cleanliness to criminal acts. Within the Torah, there are also special laws called the Ten Commandments. These laws stress duties, such as keeping the **Sabbath** holy. Often in Jewish history, **prophets**, or spiritual leaders, arose, who taught **ethics**, or moral standards.

During a 500-year period called the **Diaspora**, the Israelites left or were exiled from Israel. They spread around the world. Still, they kept their identity in close-knit communities. This helped them to survive persecution, or unfair treatment.

Judaism has been an important religion in world history. Both Christianity and Islam emerged from Judaism, creating an ethical legacy we now call the Judeo-Christian tradition.

Review Questions

1. How were the Israelites different from neighboring peoples?

2. What happened to Jews during the Diaspora?
